DOCUMENT RESUME

ED 371 524 EC 303 111

AUTHOR Stainback, William; Stainback, Susan
TITLE Controversial Issues Confronting Special Education: Divergent Perspectives.
REPORT NO ISBN-0-205-13208-1
PUB DATE 92
NOTE 333p.
AVAILABLE FROM Allyn and Bacon, 160 Gould St., Needham Heights, MA 02194-2310.
PUB TYPE Collected Works - General (020) -- Books (010) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Change Strategies; Classroom Techniques; Consultation Programs; Delivery Systems; *Disabilities; Educational Change; *Educational Methods; Educational Philosophy; Educational Research; Educational Trends; Elementary Secondary Education; Higher Education; Instructional Development; Labeling (of Persons); *Mainstreaming; *Opinions; *Special Education; Student Development; Student Evaluation; Teaching Methods
IDENTIFIERS *Inclusive Schools

ABSTRACT

This book of 24 papers presents divergent views on 12 issues in special education: organizational strategies, classroom service delivery approaches, maximizing the talents and gifts of students, classification and labeling, assessment, instructional strategies, classroom management, collaboration/consultation, research practices, higher education, adult services (especially employment and housing), and theoretical/philosophical orientation. Papers are: "Achieving Full Inclusion: Placing the Student at the Center of Educational Reform" (Dorothy Kerzner Lipsky and Alan Gartner); "Preserving Special Education...For Those Who Need It" (Laurence M. Leiberman); "Schools as Inclusive Communities" (Susan Stainback and William Stainback); "Preserving the Least Restrictive Environment" (Glenn Vergason and M. L. Anderegg); "The Need for a Range of Program Options for Gifted and Talented Students" (Barbara Clark); "Including All Children and Their Gifts within Regular Classrooms" (Mara Sapon-Shevin); "Labeling: A Tired, Overworked, Yet Unresolved Issue in Special Education" (M. Steven Lilly); "The Classification Problem" (Howard S. Adelman); "Norm-Referenced Intelligence Tests: What We Have and What We Need" (Jack A. Naglieri and Jeffrey P. Braden); "Special Education Decision Making and Functional/Behavioral Assessment" (Daniel J. Reschly); "Direct Instruction" (Sara G. Tarver); "Paradigm Shifts in Instructional Strategies: From Reductionism to Holistic/Constructivism" (Mary Simpson Poplin and Suki Stone); "Gentle Teaching: Its Assumptions, Methodology, and Application" (John J. McGee and Frank J. Menolascino); "Behavior Analytic Foundations of Classroom Management" (Thomas D. Haring and Craig H. Kennedy); "Continuing the Dialogue: Embracing a More Expansive Understanding of Collaborative Relationships" (Lawrence J. Johnson and Marleen C. Pugach); "A Rationale for Collaborative Consultation" (Jacqueline Thousand et al.); "Quantitative Research as the Method of Choice within a Continuum Model" (Robert G. Simpson); "Standing on Its Own:

Qualitative Research in Special Education" (Robert Bogdan and Zana Marie Lutfiyya); "Unifying the Preservice Preparation of Teachers" (Marleen C. Pugach); "A Rationale for Departmentalization of Special Education" (H. William Heller); "Developmentally Disabled People Grow Up: Needs and Resources in the Post-School Years" (Marvin Rosen et al.); "Inclusive Community Living" (Steven J. Taylor et al.); "Special Education Research and the Scientific Method" (Douglas Fuchs and Lynn S. Fuchs); and "Role of Interpretation in the Human Sciences with Some Applications to Education" (Richard P. Iano). Papers contain references. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****